



ORU – Evidence Gathering Teams (EGT) Course Session Plan

Program Name: <i>Public Order Evidence Gathering Team (EGT) Course</i>	
Centre of Learning/Unit (Session Owner): <i>Operations Support Division</i>	Centre of Learning/Unit (Session Deliverer): <i>Operations Response Unit</i>
Session Name: <i>Live Stands One</i>	
Session Duration: <i>50 mins</i>	Session ID: <i>Session Eight</i>
Delivery Location: ☐ Academy ☒ Other (specify): <i>TBD</i>	
Author Name: 33(1)	V or VP Number: 33(1)
Aim: To provide learners with the knowledge and skills required to conduct filming in a practical environment.	
Learning Outcomes: On successful completion of this session, learners should be able to: <i>1. Demonstrate effective use of 'Time and Location' function</i> <i>2. Operate video camera in a live environment</i>	
Resources/Equipment: <i>- Nominated Training facility</i> <i>- Two trainers</i> <i>- Learners in dress of the day</i> <i>- One camera per two learners</i> <i>- Role Players x 2</i> <i>- Static Vehicle (non police)</i> <i>- Satchel/Bag</i> <i>- Distinctive Jumper/Jacket</i> <i>- Red training knife</i> <i>- Protest Flyers x 3</i>	
Pre-session Preparation: OHS Inspection of the training facility completed ☒ Yes ☐ No Comments: <i>- Risk Assessment in place for the venue and checked</i> <i>- Health and Safety Check of the working area – Suitable for session</i>	

File location:

Version date: 11-May-2018

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- All trainers are first aid qualified
- Location of First Aid kits have been identified

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Delivery Method	Content	Delivery Resources	Time
Assessment	During Knowledge Checks and De-briefs consideration should be given to utilising open style of questioning (Who, Why, What, Where, When, How) and Experiential Learning Cycle (ELC) to facilitate learning. Learners should be encouraged to ask questions at relevant times throughout the session. Trainers to meet and greet learners in the classroom. Trainers to make visual check to ensure all officers have appropriate resources (Writing Pad / Pen). Introduction Trainers will introduce themselves and the session Maslow - Trainer will go through relevant points from risk assessment, emergency evacuation procedures, location of first aid kits, welfare etc. Gestalt - Route map of session outlining Aim and Objectives. Knowledge Check - to cover overall subject to ascertain learner's levels of Knowledge / Experience. Open style of questioning (Who, Why, What, Where, When, How).		5 mins
Exercise	This lesson will be based in a practical learning environment. During this lesson learners will be participating in physical activity. At or before the		40 mins

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	commencement of the lesson a warm up will be conducted in accordance to the current warm up used by the ORU Public Order Training Team. This warm-up has been developed in consultation with the Victoria Police Health Promotion Unit. A physical warm-up should be completed before any live stands or scenario activity. Trainer will divide learners into two groups. Role players will be required to complete the scenarios twice to allow both learner groups the opportunity to film. The role of the minder will not be required for this lesson as this is the first time learners will be filming a scene. Live Stands should be conducted in three separate scenarios with an opportunity for trainers to conduct de-brief with learners between scenarios to identify learnings. Trainers are required to brief the two (2) role players on their roles (refer role players to scenarios before relevant scenarios for basic instructions). All scenarios conducted during this lesson should be completed with intensity to allow a realistic learning environment and a safety inspection will be completed before each scenario.		
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	<u>Scenario One</u> Person 1 (P1) walks out with his hands in his pockets and starts peering into the driver's side window of the vehicle. P1 then walks around the vehicle to the passenger side of the vehicle and peers thru the window. P1 exits the scene from where they first arrived. P1 is to be oblivious to EG being at the scene. P1 does not try to open or enter the vehicle at any stage. There is no actual offence here but we are looking for 'Time and Location' being captured and the situational awareness of the EG. <u>Scenario Two</u> P1 is seen with a bag/satchel and reaches into the satchel/bag; P1 is promoting an upcoming demonstration and is talking loudly to gain attention. P1 is approached by Person 2 (P2), an interested party to the event. P1 hands a flyer to P2 and P2 has a quick read of this and they converse for approximately thirty seconds. P1 walks away from the scene while P2 is still reading this. A brief moment later P2 drops or places the flyer on the ground (face up) and leaves the scene.		
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Scenario Three

P1 is sitting on the steps when they are approached by P2. A verbal argument begins between the two parties and quickly escalates to pushing and shoving (unlawful assault) P2 appears to be the aggressor of the two as they have taken offence to something said. Moments later P1 reaches into the back of his pants and grabs a knife (red training knife) and waves it in the face of P2.

P1 threatens P2 briefly then runs away, P2 begins screaming at the EG team asking them why they are standing around doing nothing about the incident.

This scenario escalates quickly and we are looking at how the EG capture event. We are looking to how the EG's react when they first see the knife, do they scream knife (is there a noticeable inflection in their voice) or do they simply describe what is taking place. The vital learning outcome from this is how the EG's react to P1 producing a knife.

This final scenario should be done individually (it time permits), so you can see how all parties react and not just in a group situation. Most important learning outcome from this is to reinforce EGT's are still **Police first and foremost**.

Whilst it's likely there will be an alternate police presence available when EGs are deployed, this scenario represents an isolated incident when EGs are deploying between locations.

This session is an assessable activity. If learners do not meet all requirement learning outcomes during this scenario they will still continue with the course. Trainers will be required to provide feedback to the learners on identified deficiencies in learnings.

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	Further opportunities for learners to display behaviours at the designated levels will be afforded throughout the remainder of the course.		
	Conclusion The trainer is to conduct an informal evaluation with the learners to determine the effectiveness of the session. Suggested questions could be; - How did you find filming in a live environment? - Was it different to what you were expecting? THANK THE LEARNERS FOR THEIR ATTENTION AND EFFORTS. GIVE THEM INFORMATION ON THE NEXT SESSION IN THE SEQUENCE.		5 mins

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